

VISIT...

LANZAROTE
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Tutor Teaching Tips

Repeated Reading • F-2

MATERIALS

Reading
 Passage:
 Part 1 (2 copies)

Timing device;
 Graph

Reading
 Passage:
 Part 2 (2 copies)

Game cards;
 Game board;
 Markers

Introducing the Passage



5 minutes

Read part 1 of the passage *How Animals Move* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 50 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

What does the passage talk about? (how animals move)

Where did these animals move? (on land)

What are two ways the animals moved? (hopping, jumping, running, crawling, or walking)

If time permits, repeat the steps above using part 2 of the passage, *How Animals Move*.

Optional Activity

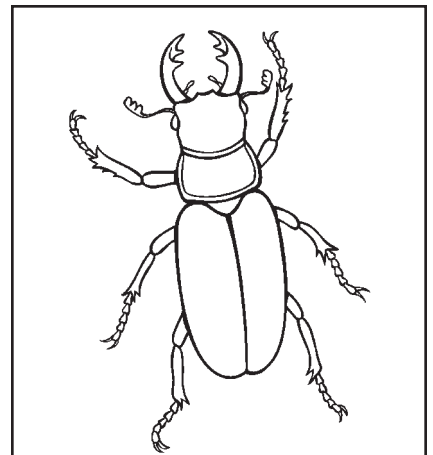
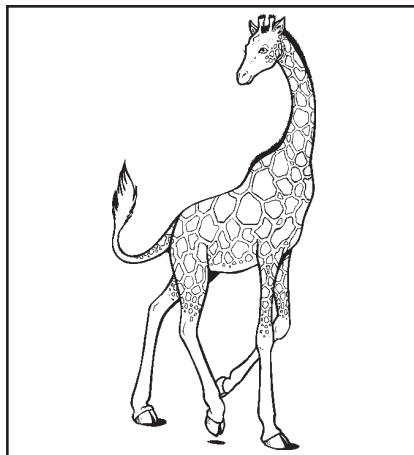


5–10 minutes

PLAYING A WORD GAME: Shuffle the game cards and stack them face down on the table. Have the child draw a card. If the child reads the word correctly, he/she moves a marker along the game board the number of spaces indicated on the card. If the child is incorrect, he/she cannot move. Have the child place the card at the bottom of the stack, and it is your turn to draw a card. Repeat the game as time permits.

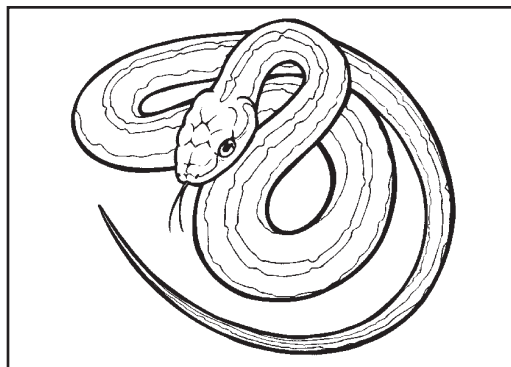
Part 1

Animals, animals, how do they move?	6
Some animals move on land.	11
They have strong legs for hopping.	17
Some animals have long legs for jumping.	24
Animals, animals, how do they move?	30
Some animals have strong legs for running.	37
Animals, animals, how do they move?	43
Some animals have many legs for crawling.	50
Animals, animals, how do they move?	56
Some animals have two legs for walking and running.	63 65



Part 2

Animals, animals, how do they move?	6
Some animals move in the air.	12
They have wings for flying.	17
Some animals move in water.	22
They have fins and flippers for swimming.	29
Some animals move in the trees.	35
They have long arms for swinging.	41
Some animals move on land.	46
They have no legs, no arms, no wings, and no fins.	57
Can you name them?	61
How do they move?	65

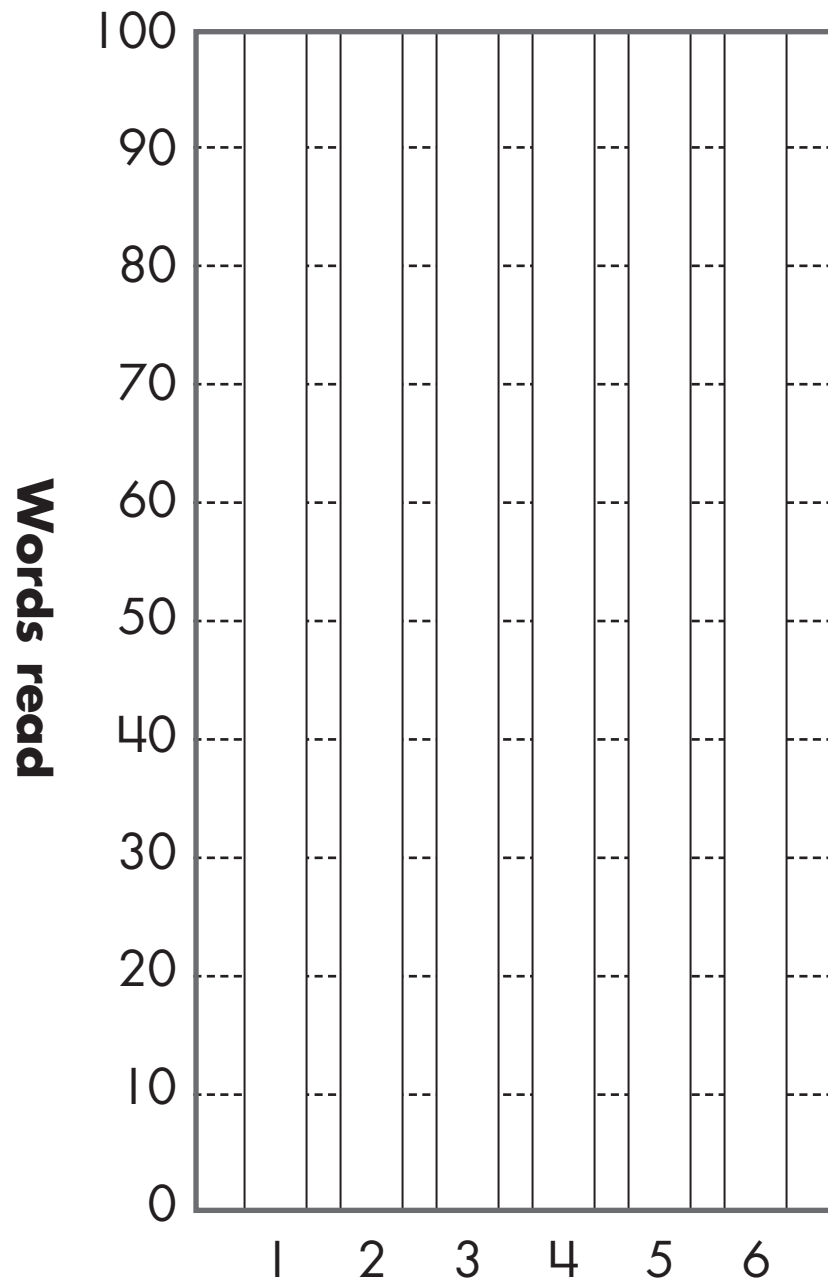


Fluency

Repeated Reading Bar Graph

Lesson F-2

Name _____ Date _____



Number
of errors: _____
1 2 3 4 5 6

animals

3

air

2

flying

2

wings

1

water

2

flippers

4

swimming

3

trees

2

swinging

4

land

1

legs

1

running

2

walking

2

hopping

3

jumping

3

crawling

4

